

Annual Quality Assurance Summary

This summary provides an overview of how an organisation is meeting our standards for medical education and training as detailed in [Promoting excellence: standards for medical education and training](#). It provides an overview of the QA activities undertaken over the course of a year and an overview of findings including any areas of notable practice or requirements and recommendations we have set. The summary is published.

Organisation	Newcastle University Medical School
Review period	March 2022 – February 2023 (Year 2 of cycle)

Overview of findings

Overall findings statement
<p>From the SAQ submission, and the clarification of some points during the SAQ meeting, we consider that Newcastle University Medical School is meeting the standards set out in the GMC's <i>Promoting excellence: standards for medical education and training</i>.</p> <p>The QA activities that we have carried out in this annual cycle have provided good opportunities to observe how Newcastle University Medical School meets our standards in <i>Promoting Excellence</i>.</p>

Quality Activity undertaken

	Activity	Date	Summary
1	SAQ submission	05/04/2022	The SAQ was submitted on time and covered all five themes of <i>Promoting excellence</i> . The submission included a list of planned Newcastle University Medical

			<p>School activities that we could observe for quality assurance purposes.</p> <p>We are satisfied that where further information and/or clarification is still required that this can be provided in the next SAQ submission.</p>
2	SAQ feedback meeting	23/05/2022	<p>This meeting was held to provide feedback to Newcastle University Medical School on its 2022 SAQ submission, and to seek clarification and additional information on the submission where required.</p> <p>We also discussed potential QA activities we could undertake in this annual cycle. These activities were not selected because of risks identified from the SAQ submission.</p> <p>We did not identify areas of risk during the SAQ meeting.</p> <p>Following this meeting, Newcastle University Medical School was provided with written feedback on the SAQ submission.</p>
3	Observation of a Joint Quality Visit	16/03/2022	<p>Joint Quality Visits take place every year to each Local Education Provider (LEP) in the region. The visits are collaborative between Newcastle University Medical School and the Foundation Programme, and act as a means of gaining assurance and generating quality activity.</p> <p>The visit we observed took place virtually via MS Teams and was chaired by the Foundation School Director. The visit consisted of meetings between Medical School staff, Foundation School staff and LEP staff, including foundation trainees and undergraduate faculty.</p> <p>The Joint Quality Visits were mentioned throughout the school's SAQ submission. We therefore felt this activity would be valuable in gaining assurance across multiple themes of <i>Promoting Excellence</i>: Learning environment and culture; Educational governance and leadership; and Supporting educators.</p> <p>From our observation, we feel the Joint Quality visits demonstrate how the medical school works in conjunction with the Foundation School and provides an example of information sharing between the two organisations. They are also an opportunity for the</p>

			<p>school to gather information from LEPs and for action plans to be implemented where standards are not met in relation to quality of teaching, support, facilities and learning opportunities.</p> <p>Overall, the visit provided evidence towards how the school meets our standards in <i>Promoting Excellence</i>.</p>
4	Observation of a Year 3 Integration Day in Mental health, Child and Young People's Health and Reproductive Health.	08/04/2022	<p>The integration days were designed to bring Year 3 students together from Mental Health, Reproductive Health and Child & Young People's Health to discuss and debate areas that are common to the three placements. The integration days are run across all LEPs used by the school.</p> <p>We learnt about the Integration Days in the school's SAQ submission. We hoped the activity would allow us to learn more about how the integration days promote multi-professional learning opportunities for medical students and to determine whether this is an area working well for the school.</p> <p>On the day, a range of facilitators were present from different professions including GPs, psychiatrists and consultants. Students rotated around different rooms which covered different topics and were led by different facilitators. There were five sessions in total. Throughout each session, attendees were required to engage in group activities including discussions and role plays.</p> <p>The integration day we observed only included students from the MBBS programme. The school advised that the days are currently multi-professional, but that it plans to make them inter-professional by including students from other healthcare programmes. We will follow this up in the next quality assurance cycle.</p> <p>Overall, we believe that the integration day is a clear example of how the school meets our standards in a number of areas across themes one, three, four and five.</p>
5	Observation of an LEP Leads meeting via MS Teams	12/10/2022	<p>The MBBS programme's LEPs are made up of eight secondary care LEPs, two Mental Health Trusts and Primary Care. The LEP Leads are senior clinical</p>

		<p>academics in senior undergraduate roles within LEPs (usually Director of Undergraduate education for the Trust).</p> <p>The LEP Leads meeting convenes monthly and is chaired by the Deputy Director of Medical Studies for Quality (DDOMS), who also line manages each lead for university appraisal.</p> <p>We learnt of the LEP Leads meetings during the SAQ feedback meeting and were interested to explore how the school uses the meetings to share information and discuss challenges with LEPs.</p> <p>An agenda was circulated prior to the meeting and covered topics including the 'Learning Communities' pilot and the school's consent policy. We were pleased to see a large number of attendees present at the meeting, who participated actively in discussions throughout. The meeting provided an opportunity for open discussion and the potential for leads from different LEPs to learn from one another.</p> <p>Overall, we believe the LEP Leads meeting provided evidence towards how the school meets our standards in Promoting Excellence in a number of key areas. The meeting brings together leads from its LEPs to discuss proposals, areas for improvement and guidance, ensuring a consistent approach to education and training.</p>
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Quality Reporting System (QRS)

We use the QRS to monitor concerns raised by organisation when they identify that our standards are not being met in a training environment. Concerns are managed locally by the responsible organisation until resolution.

Activity	Date	Summary
Quality Reporting System (QRS)	Ongoing	Although Newcastle University Medical School has no open items on the QRS, the school is engaged with the QRS system and continue to provide frequent and detailed updates. We are assured that our thresholds

		for reporting via the QRS are embedded and adhered to.
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Requirements

We set requirements where we have found that our standards are not being met. Newcastle University Medical School have no open requirements.

Recommendations

We set recommendations where we have found areas for improvement related to our standards. Newcastle University Medical School have no open recommendations.

Next steps

The GMC's responses to the information submitted in the SAQ gives feedback on each theme to help Newcastle University Medical School complete the updates to the questionnaire in the next annual cycle. These include:

Theme one – plans to hold interprofessional integration days, review of the school's evaluation and feedback processes.

Theme two – Newcastle / NUMed campus visits, communicating staffing changes to NUMed students, lay representation within governance structures, review of the student evaluation programme, how the school acts on student feedback and communicates this.

Theme three – feedback on the patient panel.

Theme four – educator induction audit.

Organisation's response

The organisation has the right to reply to the AQAS; if they have responded it will be included below.

Organisation's response